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BOOK NOTES

The feelings of man, their nature, function and interpretation. By NATHAN A. HARVEY. Baltimore, Warwick & York, 1914. 276 p.

One takes up this book today with very great expectations, for the nature, function, and interpretation of feelings might be called, if not the chief theme of psychology in the present, the one sure to be so very soon. In sixteen chapters the author discusses the meaning of the terms and theories of feeling, expression, property, classification, aesthetics, relation to intellect, relation to consciousness, to memory, to attention, to will, to the ego, and finally discusses mental ontogeny. But one cannot resist the query what this author has been doing and how he has managed apparently to escape knowledge of the really epoch-making work done in this field in recent years. It is one thing to make a *chablone* for practical use in the schools, and another really to deal with a subject in a scientific way. Is it possible that we are developing, in this country, a normal school level of intelligence, ability, scholarship, or a normal school edition of knowledge? Let us hope not. I cannot conceive that there is anything in this book for the psychologist.

The fundamentals of psychology; a brief account of the nature and development of mental processes. By BENJAMIN DUMVILLE. Baltimore, Warwick & York, n. d. 382 p.

The writer first discusses the need of psychology as a basis of education, then the relations of mind to body, analysis of phenomena of sensation, perception, imagination, ideation (the latter in three chapters). Then come memory, conation, feeling, instincts and innate tendencies, nature and development of the sentiments, the will, and attention. The book cannot be said to be well gotten up in type, paper, or binding. Why should teachers not have the best there is in the lines they take up?

The psychological methods of testing intelligence. By WILLIAM STERN. Translated from the German by Guy Montrose Whipple. Baltimore, Warwick & York, 1914. 160 p.

It was a very happy idea of Professor Stern to condense his important work in this field into a brief handbook, and also of Professor Whipple to translate it. Here will be found just what a great many psychologists and teachers desire to know. After a brief introduction, discussing the problem of intelligence testing, the author passes to the single tests, taking up in detail the Binet-Simon method, its resultant values, its application to normal children, etc. Here the author discusses the general distribution of the levels of intelligence, age, nationality, social strata, school performance, sex differences, repeated tests with the same children. He then discusses abnormal children and the point of view of reorganization and improvement of gradation methods; the examination and testing of other gradations of intelligence come last.

Children's perceptions; an experimental study of observation and report in school children. By W. H. WINCH. Baltimore, Warwick & York, 1914. 245 p.

This is a book that is both timely and valuable. We have here various series of experiments, in school A on the work of children three, four, five, six and seven years old, and practically the same in school B. Then the work of different standards of boys and girls is considered, with a general chapter on the evolution of children's perceptual judgments. The writer then discusses how far the relative inferiority of the older children is due to differences in the methods of reporting, and gives a summary, with conclusions, and a statistical appendix.

What ought I to do? An inquiry into the nature and kinds of virtue and into the sanctions, aims, and values of the moral life. By GEORGE TRUMBULL LADD. New York, Longmans, Green & Co., 1915. 311 p.

What should I believe? An inquiry into the nature, grounds and value of the faiths of science, society, morals and religion. By GEORGE TRUMBULL LADD. New York, Longmans, Green & Co., 1915. 275 p.

In the first of the above volumes the author discusses the meaning of this question, whence comes the message "I ought," the intention of being good, doing one's duty, feeling I can, the worth of the moral ideals, many or one virtue, custom, law and the moral law, settling questions of conscience, the final issue, morality and religion.

In the second volume the author discusses guessing, "trowing," and believing, the will to believe, less and great beliefs, right and obligation to believe, comforts and rewards, right of belief, beliefs scientific and social, faiths of morality and of religion.

Froebel as a pioneer in modern psychology. By E. R. MURRAY. Baltimore, Warwick & York, 1914. 230 p.

This book was written with a notion that Froebel has not yet come to his own but will surely do so because his thought is so profound. He is said to have anticipated modern psychology, in his analysis of mind, his conceptions of early manifestations of will and consciousness, in the place he assigns to action in the development of apperception and feeling, instincts, play and work. The author gives an evaluation of Froebel's weak points and an answer to criticism, and in an appendix the meaning of activity is discussed. Perhaps he makes out as good a case as can be made for this mystic, whose intuitions and feelings were so deep but who really expresses so little. The author refuses to admit that almost everything in Froebel has been utterly superseded by modern child study, while it has steadfastly arraigned itself in opposition to this work.

Die Grundlagen der Psychologie. Von THEODOR ZIEHEN. Leipzig, B. G. Teubner, 1915. 2 v.

Ziehen begins with the epistemological basis of psychology, then discusses the *Gignomene* and its relations to the general principle of immanence. He seeks to comprehend psychic phenomena under the idea of the soul, to define its relations to the brain, the conscious and unconscious, and the relation of psychology to other sciences.

In the second volume the author follows what he calls the autochthone method, and describes this kind of psychology, working out its relations to apperception, *Vorstellung*, generalization, comparison, combination, inference, judgment, association, feeling-tone, will processes, etc.

Educational guidance; an experimental study in the analysis and prediction of ability of high school pupils. By TRUMAN LEE KELLEY. New York, Teachers College, 1914. 116 p.

This is a valuable contribution to a question of growing practical interest. How far is success in the grades evidence of high school ability, what is the relation of teachers' estimates to tests in the different departments or topics, and the culmination of tests with reference to the different topics? This book also discusses the factor of pupils' age, the comparison with other studies, practical application in high school classification, and guidance methods.

Variation in the achievements of pupils; a study of the achievements of pupils in the fifth and seventh grades, and in classes of different sizes. By CHARLES HERBERT ELLIOTT. New York, Teachers College, 1914. 114 p.

Here we begin with data based on tests of scorings in spelling and writing, composition, vocabulary, arithmetic, and other data. Then standards of achievement for the fifth and seventh grades, attainments in class, measurement of class size, are discussed, with an appendix directing how to administer these tests, samples of others, preliminary list of composition subjects, notes, and a bibliography.

American thought from puritanism to pragmatism. By WOODBRIDGE RILEY. New York, Henry Holt & Co., 1915. 373 p.

This volume treats of puritanism, early idealism, deism, materialism, realism, transcendentalism, evolutionism, modern idealism, and pragmatism. It is a useful introduction and will give the novice a helpful orientation, though it is extremely incomplete, with surprising gaps, and, as such a theme must inevitably do, displays the lines of both the author's reading and his ignorance, his likes and dislikes.

Buddhist psychology; an inquiry into the analysis and theory of mind in Pali literature. By MRS. C. A. F. RHYS DAVIDS. London, G. Bell & Sons, Ltd., 1914. 212 p.

This book contains nine chapters. The first is entitled Habits of Thought, while the following are devoted to the Psychology of the Nikayas. 1. On Mind in Term and Concept; 2. Consciousness in the External World; 3. Feeling; 4. and 5. Ideation. Then follows a chapter on Psychological Developments in the Pitaka. Chapter 8. is on Psychology in the Milinda. Then follow some mediaeval developments.

Einführung in die experimentelle Psychologie. Von N. BRAUNSHAUSEN. Leipzig, B. G. Teubner, 1915. 111 p.

This tiny primer treats of the history, justifications, and aids of experimental psychology, the psychic structures, sensation, intensity, Weber's law, apperception, judgment, *Vorstellung*, association, memory, *Aussage*, fantasy, attention, tests of intelligence, fatigue, aesthetics, will.